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ABSTRACT

Data suggest that acquaintance and date rape may account for 50-70 percent of all reported rapes in the United States. Recent findings also indicate that one in four college women have been raped or a victim of attempted rape. As most rape victims are between 15 and 24 years of age, high school-based education programs must be provided if society expects to eliminate this social and public health problem. A series of lessons are proposed that can be included as part of a high school safety and injury prevention unit in an existing health education curriculum. This concept-based unit includes well defined behavioral objectives, recommended content, suggested materials and resources, suggested learning activities, and evaluation measures. Content includes: types of rape; relevant epidemiologic data; myths and stereotypes about rape; cultural influences and risk-factors associated with rape (including alcohol and drug abuse); verbal and non-verbal communication; and preventive strategies. Activities are designed to increase knowledge; to help students examine personal beliefs and cultural attitudes; and to strengthen communication, decision-making, and assertive-resistance skills. Students learn to recognize at-risk situations, verbal and nonverbal messages and stages that commonly occur prior to an acquaintance/date rape. Also, students practice prevention strategies and discuss how to apply them to everyday life. Instructional methods include lecture/discussion, video, group activities, attitudinal inventories, critical incidents, and music. Suggestions for student evaluation are provided. Appendixes contain definitions, sexual assertiveness continuum, text of three popular songs, scenarios, sexual assault/sexual behavior questionnaire, a list of prevention strategies, and practical tips. (Author/JB)

ED 381 519

SUGGESTED ACQUAINTANCE/DATE RAPE EDUCATION & PREVENTION STRATEGIES FOR SCHOOL HEALTH INSTRUCTION

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Abstract

Data suggest that acquaintance and date rape may account for 50 - 70% of all reported rapes in the United States. Recent findings also indicate that one in four college women have been raped or a victim of an attempted rape. Judging by the fact that most rape victims are between 15 and 24 years of age, high school-based education programs must be provided if society expects to eliminate this social and public health problem. Proposed is a series of lessons that can be included as part of a high school safety and injury prevention unit of an existing health education curriculum. This conceptual-based unit includes well defined behavioral objectives, recommended content, materials and resources, suggested learning activities, and evaluation measures. Content includes: types of rape; relevant epidemiologic data; myths and stereotypes about rape; cultural influences and risk-factors associated with rape; including alcohol and drug use; both verbal and non-verbal communication; and preventive strategies. Activities are designed to increase knowledge, examine personal beliefs and cultural attitudes, and strengthen communication, decision-making, and assertive-resistance skills. Students learn to recognize at-risk situations, verbal and nonverbal messages and stages that commonly occur prior to an acquaintance/date rape. Also, students practice prevention strategies and how to apply them to everyday life. Instructional methods included lecture/discussion, video, group activities, attitudinal inventories, critical incidents, and music. Suggestions for student evaluations are provided. The instruction, including content and teaching strategies, of acquaintance/date rape education and prevention should reflect the health problems, needs, values, mores, and social sensibilities of the local school community. "The final decision as to the content to be included in health instruction and teaching strategies used must be determined at the local school district level"(Coalition of National Health Organizations, 1988).

Paper presented at the 1994 American Alliance for Health, Physical Education, Recreation & Dance National Convention & Exposition, Association for the Advancement of Health Education, April 13, 1994, Denver, CO.

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CONCEPT: Intentional injuries are often caused by people we know.
UNIT: Injury Prevention & Safety
BEHAVIORAL OBJECTIVE: Differentiate among types of rape.

GRADE: 12
LESSON: 1 of 3
PAGE: 1 of 2

CONTENT	METHODS	EQUIP/MAT/RES	EVALUATION
Definitions **Rape**: Penis-vagina intercourse against a woman's will and without her consent (this is a legal definition, and varies slightly by state). **Acquaintance Rape**: Rape by someone the victim knows. **Date Rape**: Rape by someone the victim has been dating. **Soft Rape**: Coercion used to engage a victime in intercourse against his/her will. **Consensual Sex**: Sexual relations with both partners desiring sex. **Sexual Assault**: A forced sexual act against one's will (men or women may be assulted according to this definition).	Lecture - Discussion Distribute handout of definitions.	•Overhead Projector •Transparency (Appendix A) •Handout (Appendix A)	Students should be able to compare and contrast the different types of rape.

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CONCEPT: Intentional injuries are often caused by people we know. **GRADE:** 12
UNIT: Injury Prevention & Safety **LESSON:** 1 of 3
BEHAVIORAL OBJECTIVE: Summarize the prevalence of acquaintance/date rape. **PAGE:** 2 of 2

CONTENT	METHODS	EQUIP/MAT/RES	EVALUATION
National Statistics • 1 in 4 college women have experienced rape or attempted rape since age 14. • 9 of 10 acquaintance rapes are not reported. • 1 in 12 college men admit to acts that meet legal definitions or rape. Yet few of these men identify themselves as rapists. • Researchers say date rape may account for 50-70 percent of all reported rapes. State Statistics (provide if available) Local Statistics (provide if available)	Discuss the incidence and prevalence of rape experiences. Share newspaper articles about statistics brought in by students. Have students volunteer to share with the class (assigned to students the week before but not explained to them).	Develop a resource file on newspaper "clippings" on acquaintance/date rape.	Each student will bring in at least one article with statistics of acquaintance/date rape. Students will describe in writing the prevalence of acquaintance/date rape.

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CONCEPT: Intentional injuries are often caused by people we know. **GRADE:** 12
UNIT: Injury Prevention & Safety **LESSON:** 2 of 3
BEHAVIORAL OBJECTIVE: Examine attitudes toward acquaintance/date rape. **PAGE:** 1 of 1

CONTENT	METHODS	EQUIP/MAT/RES	EVALUATION
"Sexual Assertiveness Continuum Activity" "I Feel . . . Activity"	Handout Sexual Assertiveness Continuum (Appendix B) for students to complete individually. Draw a continuum on the board and begin discussion. Go over a few of the items. Students location on the continuum will be a non-verbal indication of how they feel about the statements. Ask them to identify why they are there, or simply have the class members observe the attitudes of other members in the class. A discussion of the reasons for different placements should follow the completion of each continuum. (I Feel... Activity, also Appendix B) Break into male and female groups of not more than eight people. Have each complete one or more of the incomplete sentences on newsprint. While in groups, put each of the incomplete sentences on board and have the groups after approximately 10 minutes complete the sentences. Have them read their responses and discuss them with a group of the opposite sex. Then as a class discuss how may these things lead to power abuse in a relationship?	Handout (Appendix B) Newsprint Markers	Students will be able to list common attitudes about acquaintance/date rape. Students will be able to describe in writing thier attitudes about acquaintance/date rape.

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CONCEPT: Intentional injuries are often caused by people we know.
UNIT: Injury Prevention & Safety
BEHAVIORAL OBJECTIVE: Describe cultural influences that contribute to prevailing attitudes (e.g., tolerance) toward acquaintance/date rape.

GRADE: 12
LESSON: 3 of 3
PAGE: 1 of 2

CONTENT	METHODS	EQUIP/MAT/RES	EVALUATION
General Topics Brought Up in Video •Stereotypes •Reputations •Peer Pressure •Social Responsibility •Alcohol •Popularity Socialization Stereotypes Should a man. . . •not take "no" for an answer? •be forceful, ready to conquer and "score"? •always want as much sex as he can get? • become uncontrollable when aroused? •not have to ask what gives his partner pleasure? Should a woman. . . •not say "yes" to sex? •resist a man's advances until she is overcome by his power and desire? •not be offended by abusive comments or jokes?	Watch video Just One of the Boys. Discuss topics brought out in the video. List on board. Lead discussion into socialization of common male and female roles. Discuss and list other assumptions that might be made about what others want.	Television VCR Obtain the video Just One of the Boys (O. D. N. Productions, 76 Varrick Street, New York, NY 10013, 212-431-8923, 1978).	Each student will be able to list 4 of the 6 general topics brought up in the video that contribute to acquaintance/date rape. Each student will be able to compare and contrast socialized roles for males and females.

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CONCEPT: Intentional injuries are often caused by people we know. **GRADE:** 12
UNIT: Injury Prevention & Safety **LESSON:** 3 of 3
BEHAVIORAL OBJECTIVE: Describe cultural influences that contribute to prevailing attitudes (e.g., tolerance) toward acquaintance/date rape.

CONTENT	METHODS	EQUIP/MAT/RES	EVALUATION
Assumptions "I could tell she wanted it..." •she wore a mini-skirt. •she was drinking with me. •she was already kissing me. •she came back to my place.			

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CONCEPT: Preventive measures can reduce the risks of sexual assault. **GRADE:** 12
UNIT: Injury Prevention & Safety **LESSON:** 3 of 3
BEHAVIORAL OBJECTIVE: Identify verbal and non-verbal communication risk behaviors associated with sexual assault.
PAGE: 1 of 1

CONTENT	METHODS	EQUIP/MAT/RES	EVALUATION
Language of Love Activity (Appendix C) Scenarios (Appendix D) <u>Influences of Alcohol</u> •About 90 percent of acquaintance/date rapes, one or both persons involved, is under the influence of alcohol. •With alcohol inhibitions are lowered. •It distorts our perceptions of the situation leading to making poor and risky decisions such as not using a condom or forcing sex on a partner. •Under the influence of alcohol, men will find that too much can affect their ability to have an erection or perhaps sustain the erection. Women have difficulty becoming lubricated and sex therefore is more uncomfortable and possibly painful. **Alcohol is not responsible for our actions, we are.**	Handout words to "Language of Love" and listen to song. (Appendix C) Discuss some of the issues brought up in the song. Handout scenarios. Give the students a few minutes to look them over. Then ask for a show of hands for each scenario of who thinks the situation is considered rape. Lead students into a discussion and ask them to list the verbal and non-verbal communication problems in each scenario. Lecture-Discussion: Using overhead, about the influences of alcohol and generate some discussion.	Handouts - Appendix C and D Tape of David Fogelberg's "Language of Love" Tape Player Overhead Projector Transparencies Transparency markers	Students will be able to identify situations of acquaintance/date rape. Students will be able to explain the effects of alcohol and predict its relationship to miscommunication.

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CONCEPT: Preventive measures can reduce the risks of sexual assault. **GRADE:** 12
UNIT: Injury Prevention & Safety **LESSON:** 2 of 3
BEHAVIORAL OBJECTIVE: Describe the five stages associated with an acquaintance/date rape incident. **PAGE:** 1 of 1

CONTENT	METHODS	EQUIP/MAT/RES	EVALUATION
Sexual Behavior or Sexual Assault Activity (Appendix E) 5 Stages That Generally Occur in Acquaintance/Date Rape: 1. Violation of a victim's personal space. 2. The victim does not assert that this behavior is an intrusion of personal space. 3. The assailant escalates the level of violation. 4. The couple ends up in a secluded, vulnerable place. 5. The actual rape occurs. Critical Incidence Activity (Appendix F)	Handout Sexual Behavior or Sexual Assault (Appendix E) and give students a few minutes to fill out. Draw a continuum on the board and ask for volunteers to come up in front of the class. Go through the handout and generate discussion on each item. Discuss the 5 stages that generally occur in acquaintance/date rape using the chalkboard. Handout the Critical Incident (Appendix F) and have students read and then rewrite the scenario for a different outcome. Have volunteers share their new scenarios with the class and discuss each one.	Handouts - Appendix E and F	Students will be able to describe in writing the 5 stages that generally occur in acquaintance/date rape. Each student will complete a revised scenario.

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CONCEPT: Preventive measures can reduce the risks of sexual assault. **GRADE:** 12
UNIT: Injury Prevention & Safety **LESSON:** 3 of 3
BEHAVIORAL OBJECTIVE: Adopt strategies of rape prevention as part as one's lifestyle. **PAGE:** 1 of 1

CONTENT	METHODS	EQUIP/MAT/RES	EVALUATION
Acquaintance/Date Rape Awareness and Prevention Strategies for Men and Women (Appendix G) •Self Assessment •Personal •Communication • Assertiveness •Interpersonal • Awareness Acquaintance/Date Rape Awareness and Prevention Brainstorm Activity Practical Tips (Appendix H) Contract Activity	Handout the Acquaintance/Date Rape Awareness and Prevention Strategies for Men and Women (Appendix G) and go over the entire document as a whole group. Break the class up into 4 to 5 groups and have them generate list of preventive strategies. Have class identify potential community agencies for future acquaintance/date rape prevention work and/or crisis intervention. Bring the class back together and list all of the ideas on the chalk board. Handout Practical Tips (Appendix H) and discuss with class. Ask each student to make a written contract with himself or herself to attempt incorporating at least one new prevention behavior within the next few weeks.	Handout - Appendix G and H	Students will be able to list 5 of the 6 preventive strategies for men and women. Each student will participate in a brainstorming group. Each students will construct a contract, consisting of at least one preventive behavior.

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Appendix A

DEFINITIONS

RAPE PENIS - VAGINA INTERCOURSE AGAINST A WOMAN'S WILL AND WITHOUT HER CONSENT. THE LEGAL DEFINITION OF RAPE VARIES BY STATE.

ACQUAINTANCE RAPE RAPE BY SOMEONE THE VICTIM KNOWS.

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DATE RAPE RAPE BY SOMEONE THE VICTIM HAS BEEN DATING.

SOFT RAPE COERCION USED TO ENGAGE A VICTIM IN INTERCOURSE AGAINST HIS/HER WILL.

CONSENSUAL SEX SEX BY MUTUALLY DESIRING AND CONSENTING PARTNERS.

SEXUAL ASSAULT A FORCED SEX ACT AGAINST ONE'S WILL (ACCORDING TO THIS DEFINITION, MEN OR WOMEN MAY BE ASSAULTED).

Appendix B

SEXUAL ASSERTIVENESS CONTINUUM

Part I:

Directions: Circle the number on the continuum to indicate the strength of your agreement with the statement on either end of the continuum.

1. In a sexual relationship if something bothers you, you should always tell your partner.

   1 2 3 4 5

   In a sexual relationship it is better not to tell your partner if something is bothering you.

2. When having sex with a new person, person, it is best to state what you want and don't want before you actually do anything sexual.

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   1 2 3 4 5

   When having sex with a new it is best to allow the relationship to develop and try to non-verbally alter your partner's behaviors that you don't like.

3. "No" means NO.

   1 2 3 4 5

   "No" means maybe or yes.

4. When would you bring up the possibility of having a sexually transmitted disease with a partner?

   Circle one:

   - When making a date
   - Before taking clothes off
   - After first sex act
   - After finding out you or your partner has a STD.
   - Never

Appendix B

(Continued)

I FEEL ...

Directions: Complete two of the following statements:

MEN:

- *I feel teased when...*

- *When a woman leads me on sexually, I have the right to...*

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- *When a women sends me conflicting messages where her behavior says yes and words say no, I believe...*

- *When beginning a relationship, I want women to know...*

WOMEN:

- *It is difficult to express myself honestly in a new male/female relationship because...*

- *When beginning a relationship, I want men to know...*

- *I feel manipulated to have sex when...*

- *I feel most degraded in a relationship when...*

Appendix C

SONGS

Language of Love

Dan Fogelberg

She says no, but she means yes
What she wants you know that I can't guess
When we want more you know we ask for less
Such is the language of love

I say leave when I mean stay
But she don't see and so she moves away
What we really want you know we rarely say
Such is the language of love

Tooth for tooth and eye for eye
We hide our hearts and then we don't say why
Its truth for truth and lie for lie
Such is the language of love

When a love begins to wander no one ever knows
But we feel it deep inside us
Long before it shows
Long before it shows

With heavy hearts we're born to love
Words don't ever seem to say enough
But I sense the fire, a tender touch
Speaks of the language of love

When a love begins to wander no one ever knows
But we feel it deep inside us
Long before it shows
Long before it shows

She says no, but she means yes
What she wants you know that I can't guess
When we want more you know we ask for less
Such is the language of love
Such is the language of love

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If You Don't Want My Love

Richard Marx/Fee Waybill

I know you have reservations
And you're just along for the ride
But I see a slight hesitation
What are you trying to hide

Don't be afraid to bare your soul
Nothing you say could be too bold
I'm growing old

If you don't want my love
Tell me now cause I'll survive
If you don't want my love
I'm sure somebody does tonight

You make a grown an quiver
It might be hard to believe
But it's time to stand and deliver
You've just been playing with me

I don't want to blow my only chance
But you've got to show me where you stand
Or drop my hand

If you don't want my love
Tell me now cause I'll survive
If you don't want my love
It won't be the end of my life

If you don't want my love
Night will fall and the sun will rise
If you don't want my love
I'm sure that somebody does tonight

I don't want to blow my only chance
But you've got to show me where you stand
Or drop my hand

If you don't want my love
Tell me now cause I'll survive
If you don't want my love
It won't be the end of my life

If you don't want my love
Night will fall and the sun will rise
If you don't want my love
I'm sure that somebody does tonight

If you don't want my love
Ain't gonna worry tonight
If you don't want my love
Well somebody does tonight

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Winona

Matthew Sweet

I tried to call you
But the line was busy
Were you talking to a friend?
When I tried again much later
I didn't want to let it ring again
So you can see I've got a problem
Back by popular demand
Sometimes I want to keep it from you
Sometime I think you'll understand

Could you be my little movie star?
Could you be my long lost girl?
It's true that I don't really know you
But I'm alone in the world

[solo]

When I think maybe I need you
I don't care it's not true
'Cause it isn't do much what I need now
As what I want from you

Could you be my little movie star?
Could you be my long lost girl?
It's true that I don't really know you
But I'm alone in the world

Could you be my little movie star?
Could you be my long lost girl?
It's true that I don't really know you
But I'm alone in the world

I feel alone

I feel alone . . .

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Appendix D

SCENARIOS

A man and a woman have been study partners most of the year. While he is giving her a lift home he pulls over to the side of the road and tries to get on top of her. She resists, moving away from him. He points out that she is out in the country with no other way home. He proceeds to remove her pants and has intercourse with her.

*

A couple have been going out for awhile and have had sex before. After a dinner date, they return to his place where he begins to take off her clothes. She pushes him back, saying "no." Despite these protests, he pulls her firmly against him, says "yes" and continues to undress her. They have intercourse.

*

A woman is at a party and is very drunk. A man, whom she knows through a friend, has had a few drinks with her. He leads her into an unoccupied room in the house. They begin to make out and he feels as if she is responding to him. They have intercourse. He leaves her in the room, asleep or passed out, and returns to the party.

*

Appendix E

SEXUAL BEHAVIOR OR SEXUAL ASSAULT?

Directions: Circle the number on the continuum to indicate the strength of your agreement with the statement on either end of the continuum.

1. Hawkeye and Hotlips have been dating and having sexual intercourse for months. She is asleep when he arrives. She awakens after he has penetrated her.

Acceptable				Abuse
1	2	3	4	5

2. On *Moonlighting*, Maddy told David to leave forcefully and slapped him once. He took her in his arms and kissed her. They then had sexual intercourse.

Acceptable				Abuse
1	2	3	4	5

3. On Jack and Jill's first date they go back to Jack's house, since his parents are out of town, and have a few drinks. She says no to fooling around but doesn't stop his advances. He won't take no for an answer. They have sexual intercourse.

Acceptable				Abuse
1	2	3	4	5

4. At a party Wilma gets drunk and falls asleep in her date's car. Fred has sexual intercourse with her while she is passed out.

Acceptable				Abuse
1	2	3	4	5

Appendix F

CRITICAL INCIDENCE SCENARIO

At a Friday night party, Jane a sophomore met Bill, a senior who is very popular. After dancing for a few songs, Bill asked Jane if she would like a beer, and she said she would love one. They hung out by the bar talking and drinking for a couple of hours, and were finding themselves increasingly attracted to each other as time went on. Bill kept Jane's glass full of beer, and she continued to try to empty it. Late in the evening Bill suggested a "house tour." By then both of them were pretty drunk and the house tour ended in a bedroom where they continued to drink. Soon they were making out on a bed, and Jane really seemed to be enjoying herself. By the time Bill finished undressing Jane, she was semi-conscious. He had intercourse with her. This was her first sexual intercourse experience.

Appendix G

ACQUAINTANCE/DATE RAPE AWARENESS AND PREVENTION STRATEGIES FOR MEN AND WOMEN

Things you can do to help you reduce your risk for acquaintance/date rape involvement are listed below. Unfortunately, there are no guaranteed prevention strategies since every acquaintance/date rape situation is different. The one thing that all acquaintance/date rape situations have in common is that one partner (usually the male) forces the other to have sex. Therefore, you should always try to be aware of you surroundings, and try to stay out of situations where you may force another person or you may be forced to do something you don't want to do.

FOR EITHER PARTNER

Self Assessment:

1. Think about what you really want from or with that partner.

2. Be aware of stereotypes which prevent you from acting as you want to (such as a woman not being able to initiate, or a man not being able to say "no").

Personal:

1. Feel good about yourself, and if you don't - get yourself involved in activities and with people who will make you feel better.

2. Get emotional help if you have been the victim of a sexual assault before, or if you feel you need help.

3. Eliminate completely or limit your alcohol and drug consumption. Most acquaintance/date rapes happen when one or both partners are intoxicated or high.

Appendix G
(Continued)

Communication:

1. Communicate what you really want.

2. Say what you really are thinking.

3. Set clear limits for acceptable behavior (such as 'no petting below the waist").

Assertiveness:

1. Believe and act as if your needs are important, without exploiting others.

2. Do not allow yourself to be put in vulnerable situations.

3. Suggest what you would like to do on a date.

Interpersonal:

1. Pay attention to non-verbal cues.

2. Listen to what your partner is really saying, and pay attention to the words (such as "no" means NO).

3. View each other as equals.

Awareness:

1. Observe how the environment around you is changing (such as your being left at a party by your friends when you don't know how you will get home).

2. Know your rights.

3. Know which behaviors constitute rape.

Appendix H

PRACTICAL TIPS

WHILE YOU CANNOT RECOGNIZE A POTENTIAL RAPIST, YOU CAN RECOGNIZE A POTENTIAL SITUATION FOR A RAPE. BELOW ARE SOME TIPS:

- It takes time to get to know people; be cautious when giving out personal information; know about your dates - name, address, work place; meet new people in public places; have your own money and transportation; avoid being trapped in a man's residence or car.

- Do not compromise your ability to make rational decisions by drinking or taking drugs.

- Do not accept a ride or invitation to be alone with someone you've just met.

- In blind dates, double with someone you know well and trust.

- If a sexual interaction becomes uncomfortable, trust your intuition; either leave or confront the person immediately and directly. Unwillingness to acknowledge a situation as potentially dangerous and reluctance to appear over sensitive often hold people back from responding in the interest of their own safety.

- Be willing to inconvenience others to ensure your own safety.

- Control your personal life - develop prevention strategies for the home and have a plan of escape; be alert to your environment.